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SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, 1965-66, SECOND INSTALLMENT.

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THE SECOND INSTALLMENT TO THE FALL 1965, SURVEY OF FOREIGN LANGUAGE STUDY IN ELEMENTARY, UNIFIED, AND SECONDARY SCHOOL DISTRICTS OF CALIFORNIA REPORTS THAT, FROM THE SIXTH THROUGH THE EIGHTH GRADES, DAILY INSTRUCTION IN FOREIGN LANGUAGES IS MORE COMMON THAN LESS FREQUENT SCHEDULING AND THAT ELEMENTARY AND UNIFIED SCHOOL DISTRICTS MORE THAN MEET THE MINIMUM TIME RECOMMENDED BY THE STATE BOARD OF EDUCATION. UNFORTUNATELY, IN MOST DISTRICTS, STUDENTS WITH SUCH FOREIGN LANGUAGE PREPARATION ENTER BEGINNERS' CLASSES IN HIGH SCHOOL. MANY ELEMENTARY SCHOOL DISTRICTS ADMIT THEY HAVE NOT YET WORKED OUT PLACEMENT PROCEDURES BETWEEN THEIR SCHOOLS AND JUNIOR OR 4-YEAR HIGH SCHOOLS, THOUGH EFFECTIVE ARTICULATION WOULD ELIMINATE CONFUSION AND DUPLICATION OF EFFORT. IN ADDITION TO STATISTICAL TABLES ON THE TIME SPENT TEACHING FOREIGN LANGUAGES, THIS REPORT INCLUDES LISTS OF INSTRUCTIONAL MATERIALS USED IN GRADES 1 TO 8 OF THE CALIFORNIA PUBLIC SCHOOLS IN FRENCH, GERMAN, AND SPANISH. THIS REPORT IS AN ISSUE OF THE "FOREIGN LANGUAGE NEWSLETTER," VOLUME 6, NUMBER 1, FEBRUARY 1967, AND IS ALSO AVAILABLE FROM THE OFFICE OF FOREIGN LANGUAGE PROGRAMS, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 721 CAPITOL MALL, SACRAMENTO 95814. (GJ)

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A SPECIAL REPORT

FROM THE DESK OF JOHN P. DUSEL
COORDINATOR OF FOREIGN LANGUAGE PROGRAMS
STATE DEPARTMENT OF EDUCATION

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February 3, 1967

SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, 1965-66
Second Installment

Prepared by
John P. Dusel, Acting Coordinator
Foreign Language Programs

In the fall of 1965 the office of Foreign Language Programs sent a questionnaire to superintendents of all elementary and secondary school districts in California requesting information on foreign language programs. The first installment of the final report was made on October 15, 1966 and distributed to all school districts in California, to county offices, and to personnel with special foreign language responsibilities in California school districts.[1]

This second and concluding installment includes the following topics:

1. Time devoted to foreign language instruction.
2. Placement practices in elementary schools and junior and senior high schools.
3. Grouping practices in foreign language classes.
4. Instructional materials used in grades K-8 in elementary and unified school districts.[2]

Time Devoted to Foreign Language Instruction

Days per Week

Although some districts are offering foreign language instruction one and two days per week, more elementary districts are offering daily instruction in grade six than all of the less frequent scheduling combined. At the time of the survey this grade was the only one in which instruction was mandatory.

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[1]Copies of the first installment are available from the office of Foreign Language Programs, California State Department of Education, 721 Capitol Mall, Sacramento 95814.

[2]For a listing of basic foreign language textbooks used by students in junior, senior, and four-year high schools see "Basic Foreign Language Textbooks for Nine Languages Taught in California Secondary Schools," May 15, 1964. Bureau of Secondary Education, California State Department of Education.

Daily instruction in grades seven and eight was more common than one, two, three, or four days per week. Common practice, then, reflects the recommendations of the California State Department of Education contained in the publication Language Instruction: Perspective and Prospectus that daily purposeful practice be the procedure for those learning foreign languages.

Among unified districts daily instruction in foreign languages is given more than any other frequency in grades six, seven, and eight. In grades nine through twelve, instruction is on a daily basis in almost all districts reporting.

Daily instruction in secondary districts (junior, senior, and four-year high schools) is typical, with only one school district offering foreign language one day per week in grades eleven and twelve.

Minutes per Week

Although the time in minutes per week in elementary and unified school districts (grades K-8) has a range of from 10 to 300 minutes, the average of the districts giving daily instruction in grade six was 119 minutes for elementary and 116 minutes in unified school districts. This is more than the 100 minutes per week minimum recommended by the State Department of Education.

Most of the elementary districts give an average of 147 minutes of instruction in grade seven and 190 minutes in grade eight. (See Appendix A.) In most of the unified school districts the average amount of time is 174 minutes per week in grade seven and 189 minutes in grade eight. (See Appendix B.)

In the secondary districts (junior, senior, and four-year high schools) instruction is daily with between 243 and 255 minutes being the weekly average of time spent in foreign language instruction. The range of time spent is between 50 and 315 minutes with an average of 250 minutes. (See Appendix C.)

Placement Practices in Foreign Language Education, Grades K-12

A. Upon what basis are students who have studied a foreign language advanced into the next foreign language class within the school?

1. Is there a grade prerequisite? If so, what is it?

	No. of Elementary Districts	No. of Unified Districts	No. of Secondary Districts
No	566	66	30
Yes	23	128	103
"B"	4	3	6
"C"	11	83	80
"D"	8	35	17

2. Other ways a student is advanced.

	No. of Elementary Districts	No. of Unified Districts	No. of Secondary Districts
Promotion	157	11	
Teacher judgment	25	25	22
Achievement	24	5	
Testing	13	16	
Passing grade	9		
Grouping	6		
Miscellaneous	4	8	5
Combination of teacher judgment and test, counseling, grade, or ability		14	38
Native speaker		4	
Counseling		3	

B. How are elementary pupils who have been studying a foreign language placed in junior high or senior high schools?

	No. of Elementary Districts	No. of Unified Districts	No. of Secondary Districts
1. Placed in the second year course of high school foreign language	92	57	45
2. Placed with beginners in high school	214	90	78
3. Placed in a special class with others from elementary school	96	57	31

The elementary school districts mentioned other placement procedures:

	No. of Elementary Districts
Don't know yet or now being developed	57
Don't know	51
High school or junior high school decision	18
Testing	12
Grouping or dual track	11
Aptitude, achievement, or ability	7
Miscellaneous	23

C. Upon what basis are beginning students in any grade enrolled in a foreign language?

	No. of Elementary Districts	No. of Unified Districts	No. of Secondary Districts
1. Limited to more capable students	23	25	26
2. Any student may take a language	178	130	94
3. Mandatory to study a language	581	129	10*
4. Student, parent, Counselor conference	16	85	88
5. Teacher recommendation	35	74	59
6. Good grades in other subjects	7	38	37

Under miscellaneous reasons appeared the following which merit comment from the writer even though such comments are mentioned seldom in the questionnaires.

1. Those who need reading instruction and those who do not speak English are eliminated. (Comment from an elementary district.)

2. Those who already speak the language aren't required to study it until eighth grade when reading and writing are introduced. (Comment from an elementary district.)

3. Determined by math group--group remains intact for all subjects. (Comment from a unified district.)

4. Those rated in top three-fourths of English classification may take foreign language. (Comment from a secondary school district.)

The unified school districts mentioned other miscellaneous procedures while secondary school districts also listed miscellaneous ways. In general, several of the high school districts have not yet had entering elementary pupils with foreign language background. Several other districts are using an examination to determine proper placement.

*Several who marked this noted that those taking a college preparatory course had to study a foreign language.

The elimination of students from the foreign language program who do not speak English as their mother tongue is a practice which may show lack of understanding of the nature of a bilingual. In California, Spanish-speaking pupils are the ones most often referred to as those being exempted from foreign language instruction. A school district which eliminates from foreign language instruction those who do not speak English does not take into consideration that the Spanish-speaking pupil exempted from instruction in grades six, seven, and eight or in the early school grades may well be in need of training in the reading and writing skills. Certainly his ability to understand spoken Spanish is at a level to which we try to bring English-speaking pupils who choose to study Spanish. If at this point, we exclude the Spanish-speaking pupil from further study of his native language, we fail to recognize the need for continual study of a language. When regular language study and practice cease, fluency decreases rapidly. Those administrators, teachers, and counselors who do not encourage the non-English speaking pupil to continue study of his mother tongue are shortsighted, especially if the Spanish-speaking child's reading and writing skills are weak. By excluding non-English speaking pupils from foreign language instruction schools may be turning out "bilingual illiterates."

"It is wrong, whatever be the excuse, to try to deprive anyone of his native language and replace it with another."[1]

Withholding practice in reading and writing a foreign language until grade eight is open to question, especially if adequate instruction has been given since grade six. A pre-reading term of two years is excessive.[2, 3]

Even though excellent research is available, many misconceptions still exist on the topic of determining pupils' language competence. A recent study by Paul Pimsleur, Donald M. Sundland, and Ruth D. McIntyre shows other and and better ways of predicting students' success in foreign language.[4] A multiple correlation of such factors as a language aptitude battery plus grade point average is superior to mathematics scores. Actual practice in learning a foreign language, the result of a requirement in grades six, seven, and eight, will demonstrate achievement better than past performance in English or mathematics.

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[1] Language Instruction: Perspective and Prospectus. A bulletin of the California State Department of Education, November, 1963.

[2] Cornfield, Ruth. Foreign Language Instruction: Dimensions and Horizons, Appleton-Century-Crofts, New York, 1966. Page 37.

[3] Finocchiaro, Mary. Teaching Children Foreign Languages, McGraw-Hill Book Company, New York, 1964. Page 66.

[4] Under-Achievement in Foreign Language Learning, Modern Language Association, 1966. Page 16.

Grouping Practices

A. Are students of foreign language grouped in class sections according to their demonstrated ability? (Example: slow group, average group, fast group.)

	Yes	No
Elementary	117	538
Unified	72	122
Secondary	28	101

B. How is the "demonstrated ability" arrived at?

Elementary districts mentioned two ways: teacher judgment, evaluation, or testing (85); and Spanish-speaking pupils separated (17).

Unified districts included similar reasons: teacher judgment, evaluation, or testing (47); I.Q., reading scores, mathematics scores, grades, verbal fluency, or classroom history (12).

Almost half of the secondary districts stated that the teacher is the determinent of students' placement in a class section. Other ways given by secondary districts to determine students' ability are such items as tests, English language proficiency, interviews with students, tryout periods, and length of time necessary to master foreign language materials.

C. Students in the slower groups in all three types of school districts are usually given the same texts as those used by students in the faster groups. Many said that although the same texts were used, the slower classes were not required to cover as much material. Faster groups were given materials supplementary to texts.

Instructional Material (Basic Programs) Used in California Public Schools, Grades 1-8

FRENCH

	Author, Program and Publisher	Number of Unified School Districts	Number of Elementary School Districts
(1)	Côté, D. C., S. N. Levy, and P. O'Connor, Écouter et Parler. Holt, Rinehart and Winston, Inc.	4	7
(2)	Dale, J. and M. Dale, Cours elementaire de français. D. C. Heath and Company.		1
(3)	Ernst, F. and S. Levy, Le français. Holt, Rinehart and Winston, Inc.		2
(4)	Etmekjian, J., R. Calfer, and F. O'Brien, Speaking French. Allyn and Bacon, Inc.		2
(5)	Gauvenet, H. et al, Bonjour Line. Chilton Books.	3	
(6)	Guberina, P. and P. Rivenc, Voix et Images de France. Chilton Books.	3	1
(7)	Harris, J. and Monod-Cassidy, H., Petites Conversations and Nouvelles Conversations. D. C. Heath and Company.	1	1
(8)	Huebener, T. and M. Neuschatz, Parlez-vous français? D. C. Heath and Company.		1
(9)	Lambert, L. and W. Grosjean, Chardenal French Courses. Allyn and Bacon.		1
(10)	Leblanc, A., Nous Sommes Amis and Comment Dit-on? Ginn and Company.	3	6
(11)	Lenard, Y., Parole et Pensée. Harper & Row.	1	
(12)	Lindquist, L., French for Daily Use. Charles E. Merrill Books.		1
(13)	Mauger, G. et al, Course de Langue et de civilization françaises. Hachette.	1	
(14)	Modern Language Association, MLA Teacher's Guide. Teachers Publishing Corporation.	1	1
(15)	Modern Language Project, Parlons Français. Heath deRochemont Corporation.	2	

FRENCH (Continued)

	Author, Program and Publisher	Number of Unified School Districts	Number of Elementary School Districts
(16)	O'Brien, K. and M. Lafrance, First-Year French. Ginn and Company.		2
(17)	Pei, M. and J. Martinez, J'étudie le français: à la maison et à l'école. McGraw-Hill Book Company.		1
(18)	Raymond, M. and C. Bourcier, Elementary French Series: Je sais lire and Je lis avec joie. Allyn and Bacon, Inc.		1
(19)	Robin, C. and C. Bergeaud, Le français par le methode directe. Hachette.		1
(20)	Rosselot, L., Je Parle Français. Encyclopedia Britannica Films.	1	
(21)	Spink, J. and V. Millis, Totor et Tristan.		1
	Spink, J. and V. Millis, Adventures de la famille Gautier. Ginn and Company.		1
(22)	Thompson, M. and Staff. A-LM French: Level One. Harcourt, Brace & World, Inc.	6	5
(23)	Twaddell, F. et al, Introducing French.	2	1
	Twaddell, F. et al, Premier Cours. Holt, Rinehart and Winston, Inc.	4	2

GERMAN

Author, Program and Publisher	Number of Unified School Districts	Number of Elementary School Districts
(1) Burgdorf, I. et al, Deutsch durch audio-visuelle Methode. Chilton Books		1
(2) Heubener, T. and M. Newmark, A First Course in German. D. C. Heath and Company.		1
(3) Madrigal, M. and I. Halpert, See it and Say it in German. Signet Language Book: The New American Library of World Literature, Inc.		1
(4) Mahler, G. and R. Schmitt, Wir Lernen Deutsch. Verlag Moritz Diesterweg.		1
(5) Mueller, H., Deutsch Erstes Buch. The Bruce Publishing Company.		1
(6) Thompson, M. and Staff, A-LM German: Level One. Harcourt, Brace and World, Inc.	2	2
(7) Twaddell, F. et al, Verstehen und Sprechen. Holt, Rinehart and Winston, Inc.		5

LATIN

(1) Horn, A., J. Gummere, and M. Forbes, Using Latin. Scott, Foresman and Company.		1

SPANISH

	Author, Program, and Publisher	Number of Unified School Districts	Number of Elementary School Districts
(1)	Babcock, E. et al, Children of the Americas Series.		
	Rosita y Panchito		12
	Chiquito y Cola Rizada		12
	Los Viajeritos Venturosos		6
	Paco en el Peru		13
	Miguel en Mexico		13
	Harr Wagner Publishing Company		
(2)	Brady, A., Mi libro de español. Charles E. Merrill Books, Inc.		5
(3)	Brenes, E., M. Adey, G. Smith and J. McKinney Learning Spanish the Modern Way McGraw-Hill Book Company		8
(4)	California State Department of Education Guide to the Teaching of Spanish - Grade Six.	5	57
(5)	Elgorriaga, J., Laguna Language Series. Laguna Beach Books		5
(6)	Ginsburg, R. and R. Nassi, Speaking Spanish.		28
	Ginsburg, R. and R. Nassi, Primera vista. Allyn and Bacon, Inc.		9
(7)	Guerra, M., Saludos amigos. KQED		9
(8)	Herbert, C. H., Jr., The Adventures of Miguelito. Encyclopaedia Britannica Films Inc.	9	
(9)	Jarrett, E. and B. McManus, El camino real. Houghton Mifflin Company		6
(10)	LaGrone, G. G., A. S. McHenry, and P. O'Connor, Español: Entender y Hablar. Holt, Rinehart, and Winston, Inc.	12	97
(11)	Lopez de Mesetas, M. and E. Brown, Vamos a hablar español. D. C. Heath and Company		5
(12)	MacRae, M., Spanish in the Grades (Mi cuaderno de español). Houghton Mifflin Company		10
(13)	Modern Language Association, MLA Teacher's Guide. Teachers Publishing Corporation	7	9

SPANISH (Continued)

	Author, Program, and Publisher	Number of Unified School Districts	Number of Elementary School Districts
(14)	Munoz-Plaza, C., Getting to Know Spanish. D. C. Heath and Company.		7
(15)	Oller, J., El Español por el Mundo: La Familia Fernandez. Encyclopaedia Britannica Films Inc.	21	191
(16)	Pasadena City Schools, Una Aventura Española. Heath deRochemont Corp.	18	69
(17)	Scott, T. S., Somos Amigos and ¿Como se Dice? Ginn and Company.	5	29
(18)	Thompson, M. and Staff, A-LM Spanish: Level One. Harcourt, Brace & World, Inc.	22	79
(19)	Torres, E., Hablemos Español. KVIE.		11
(20)	Twaddell, R. et al, Introducing Spanish.	5	4
	Twaddell, R. et al, Primer Curso.	8	73
	Twaddell, R. et al, Segundo Curso.	2	1
	Twaddell, R. et al, Para Empezar. Holt, Rinehart and Winston, Inc.		15

Note: Fifty-nine titles in Spanish (forty from elementary districts and nineteen from unified districts), each of which is used in four districts or less, have been omitted from this report.

GENERAL OBSERVATIONS ON THE RESULTS OF THE SURVEY OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, FALL 1965

1. Daily foreign language instruction in grades six, seven, and eight is more common in elementary, unified, and secondary schools districts than less frequent scheduling.

2. Those elementary and unified districts giving daily foreign language instruction in grade six are alloting more than the minimum time recommended by the California State Department of Education.

3. Students who have been studying a foreign language are placed, upon entrance into high school, with those individuals beginning language study in high school. This unfortunate practice occurs in 382 districts.

4. Placement of elementary pupils into junior high schools or into four-year high schools varies widely in practice. Over 100 elementary districts have not yet worked out placement procedures.

5. The recommendations of the Liaison Committee on Foreign Language of the Articulation Conference as contained in the recent publication Foreign Language Articulation in California Schools and Colleges regarding lack of articulation between elementary, junior and senior high schools are corroborated by the wide and divergent placement practices among these types of schools. Agreement regarding enrollment and placement of students of foreign language is most desirable so that confusion and needless duplication of effort will not result.

6. A wide range of foreign language instructional materials is presently being used in grades K-8. Districts should be encouraged and assisted in securing the best foreign language programs for students. Those materials which are sequentially developed or which fit into the district's master plan of instruction should be used.

APPENDIX A

MINUTES PER WEEK DEVOTED TO FOREIGN LANGUAGE INSTRUCTION
IN CALIFORNIA ELEMENTARY SCHOOLS

Key to Chart

Districts: Number of districts reporting instructions within the category.
Range: The minimum and the maximum minutes of instruction per week within the category.
Average: The average number of minutes of foreign language instruction per week.

Grade	1 Day Per Week			2 Days Per Week			3 Days Per Week			4 Days Per Week			5 Days Per Week		
	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.
Kindergarten	1	30	30	-	-	-	3	20-45	32	1	60	60	15	10-150	69
Grade 1	4	10-30	19	7	20-60	37	9	30-90	50	3	60-120	87	22	30-150	71
Grade 2	5	10-30	21	9	20-60	41	10	30-90	51	3	60-80	40	23	30-150	74
Grade 3	6	10-40	24	18	20-90	58	18	30-90	49	8	40-120	70	33	25-200	91
Grade 4	6	10-40	26	29	30-90	51	41	20-120	65	13	40-120	81	63	50-250	97
Grade 5	11	15-75	31	49	30-100	56	79	30-150	86	15	60-120	91	172	60-220	114
Grade 6	17	15-75	35	96	30-120	62	154	30-120	86	48	60-180	97	387	50-300	119
Grade 7	13	15-50	32	77	30-120	66	98	60-180	100	40	60-180	106	325	50-300	147
Grade 8	14	15-50	33	76	30-120	67	91	60-165	100	36	60-180	108	252	50-300	190

Summary

Number of elementary districts reporting foreign language instruction

1 day per week	77
2 days per week	361
3 days per week	503
4 days per week	167
5 days per week	1,292

Range of minutes per week devoted to foreign language instruction 10-300

Average number of minutes of foreign language instruction per week. 108

Explanatory Note

A district offering foreign language instruction in grades kindergarten through eight, would be tallied nine times in the above chart. There was a total of 799 elementary school districts which returned questionnaires. The addition of the tallied districts in this chart is for the purpose of comparison and does not reflect a correct count of the number of questionnaires returned.

APPENDIX B

MINUTES PER WEEK DEVOTED TO FOREIGN LANGUAGE INSTRUCTION
IN CALIFORNIA UNIFIED SCHOOL DISTRICTS

Key to Chart

Districts: Number of districts reporting instructions within the category.
Range: The minimum and the maximum minutes of instruction per week within the category.
Average: The average number of minutes of foreign language instruction per week.

Grade	1 Day Per Week			2 Days Per Week			3 Days Per Week			4 Days Per Week			5 Days Per Week		
	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.
Kindergarten	1	10	10	1	20	20	4	30-45	34	-	-	-	3	50	50
Grade 1	1	10	10	1	20	20	4	30-45	34	-	-	-	7	50-100	66
Grade 2	1	10	10	4	20-100	50	5	30-60	39	-	-	-	8	50-200	89
Grade 3	1	15	15	2	20-40	30	3	30-60	45	2	60	60	6	50-200	85
Grade 4	2	20-55	38	5	20-40	36	9	30-63	55	5	60-100	76	20	50-200	91
Grade 5	2	20-55	38	6	20-50	48	19	45-90	67	5	60-100	80	34	60-225	100
Grade 6	2	30-55	43	7	30-90	53	35	40-135	67	8	40-100	72	120	75-250	116
Grade 7	-	-	-	16	30-138	81	31	60-165	113	9	40-220	122	124	75-275	174
Grade 8	-	-	-	7	90-138	105	28	60-180	116	9	40-220	122	128	75-300	189
Grade 9	-	-	-	-	-	-	-	-	-	3	220-260	247	182	110-300	243
Grade 10	-	-	-	-	-	-	-	-	-	3	220-260	247	181	110-300	259
Grade 11	-	-	-	-	-	-	-	-	-	3	220-260	247	181	200-300	250
Grade 12	-	-	-	-	-	-	-	-	-	3	220-260	247	174	200-300	244

Summary

Number of unified school districts reporting foreign language instruction:

1 day per week	10
2 days per week	49
3 days per week	138
4 days per week	50
5 days per week	1,170

Range of minutes per week devoted to foreign language instruction. 10-300

Average number of minutes of foreign language instruction per week. 191

Explanatory Note

A district offering foreign language instruction in grades kindergarten through twelve would be tallied thirteen times in the above chart. There was a total of 196 unified school districts which returned questionnaires with this section completed. The addition of the tallied districts in this chart is for the purpose of comparison and does not reflect a correct count of the number of questionnaires returned.

APPENDIX C

MINUTES PER WEEK DEVOTED TO FOREIGN LANGUAGE INSTRUCTION
IN CALIFORNIA SECONDARY SCHOOLS

Key to Chart

Districts: Number of districts reporting instructions within the category.
Range: The minimum and the maximum minutes of instruction per week within the category.
Average: The average number of minutes of foreign language instruction per week.

Grade	1 Day Per Week			2 Days Per Week			3 Days Per Week			4 Days Per Week			5 Days Per Week		
	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.	Dist.	Range	Avg.
Grade 7	-	-	-	2	106-112	109	1	159	159	1	100	100	9	225-275	244
Grade 8	-	-	-	2	106-112	109	1	159	159	1	100	100	10	225-275	243
Grade 9	-	-	-	-	-	-	-	--	-	2	220-260	240	130	145-315	251
Grade 10	-	-	-	-	-	-	1	150	150	2	220-260	240	129	145-315	254
Grade 11	1	50	50	-	-	-	-	-	-	2	220-260	240	125	100-300	254
Grade 12	1	50	50	-	-	-	-	-	-	2	220-260	240	124	100-300	254

Summary

Number of secondary districts reporting foreign language instruction:

1 day per week	2
2 days per week	4
3 days per week	3
4 days per week	10
5 days per week	527

Range of minutes per week devoted to foreign language instruction. 50-315

Average number of minutes of foreign language instruction per week 250

Explanatory Note

A district offering foreign language instruction in grades 7 through 12 would be tallied six times in the above chart. A total of 132 secondary school districts returned questionnaires in which this section was completed. The addition of the tallied districts is for the comparison and does not reflect a correct count of the number of questionnaires returned.